



Course Outline

PSYCHOLOGY 275 – MUSIC PSYCHOLOGY Winter 2016

Instructor: Dr. R G Tonks

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Office Hours: Mon / Wed 11:00-12:00 or by
appointment

Course Description:

This course provides a survey of the study of music and psychology, including the application of traditional domains of psychology to the study of music and our experience of it. Topics covered will include: Music & the Brain, Perception of Music, Music and Human Development & Learning, Social Facilitation & Control, Culture & Ritual, Behaviour & Movement, Wellness & Therapy.

Prerequisites: Psyc 110 or Psyc 130 or Mus 121

Learning Outcomes:

Upon completion of this course the student will be able to:

- Define and use music psychology concepts presented in this course in class discussion and written evaluations.
- Discuss how psychological concepts apply to musical concepts.

- Describe how musical knowledge and skill are acquired and modified.
 - Apply knowledge of psychological processes involved in musical experience to everyday circumstances.
 - Debate and critique the difficulties inherent in psychological research on music.
 - Present research and musical composition to others.
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Course Format: This course is a hybrid of both lecture and seminar with an emphasis on seminar and applied activities in psychology and music. There will also be an online component through Desire 2 Learn (D2L).

As a survey course it will begin with an overview and "setting the stage" for students to explore topics of their choice within a range of activities and assignments. As a class we will be exploring a wide variety of topics around music and psychology as seen in the course syllabus. The class will meet weekly for three hours during which we will have a mini-lecture, seminar presentations, as well as listening period. Students will be expected to make significant contributions to the class content and activities, including reviews of research, discussion of theoretical topics,. Each class will also include music to share during the listening period as well as discourse on meanings, stories, contexts, and other impressions and interpretations of musical experience.

Students are expected to take responsibility for their own education and do the assigned reading prior to class as the class discussions will be based on the readings. Being prepared for class is important. Good attendance and participation are necessary for learning and to achieve a passing mark.

All written assignments should be typed and submitted on time both in-class and on the D2L website. The instructor reserves the right to refuse or penalize late assignments. Please see me before it is due if you have problems.

Recommended Text: Readings will be varied from the following texts:

Levitin, D.J. (2006). This is your Brain on Music. New York: Dutton.

Optional Texts:

Levitin, D.J. (2008). The world in six songs. New York: Plume.

Specific chapters and sections taken from among these and other sources are listed on the course syllabus.

Students will also search and report on other readings as part of their course activity.

Additional Resources

Parncutt, R. (2006). The Psychology of Music. <http://www-gewi.uni-graz.at/staff/parncutt/musicpsychology.html>. Retrieved May 12, 2009.

Peretz, I & Zatorre, R. (2009). The cognitive neuroscience of music. Don Mills: Oxford university Press.

Ross, A. (2007). The rest is noise: Listening to the twentieth century. New York: Farrar, Straus & Giroux.

Sacks, O. (2007). Musicophilia: Tales of music and the brain. Toronto: Knopf.

Evaluation:

Mini-presentations (15 each)	45% (a+b)
a) Information Sharing (Research & Practice) (3 @ 10)	30%
b) Music Contributions (partnered to information shared) (3@ 5)	15%
Paper / Project	25%
Discussions / Participation	
<i>In Class Participation</i>	<i>20%</i>
<i>On Line Postings</i>	<i>10%</i>
Total	100%

Information Sharing / Research portion of the course will occur in each class where students will research specific issues related to the general topics we are covering. For example in the topic of Music and the Brain students will search **PSYC-INFO, EBSCO** or other **Academic data bases** to find research and theory reviews on such issues as: music perception, tonal comparisons, musicophilia and the brain, synesthesia, tone representation in the auditory cortex, etc. Students will be expected to present a research review on each of the three major sections covered in the syllabus.

Each section has two or three topics within it, and as such, students will present on average once every three weeks. Along with each research review, students are also expected to produce a short blurb that can be posted on d2l discussions and possibly as a (1-page max) handout written in APA style for other members of the class.

Musical Contributions will also be expected from each student per topic in the course. This will include a piece of music to be played in class that suits the topic covered. For example, in the topic of Music and Therapy, a student will play a piece of music that has some therapeutic merit or contributes to a therapeutic system using music.

These contributions to the class will vary in format, ranging from live performance to you-tube or mp3 clips posted on the D2L Discussion Board.

Together, the Information sharing and musical contributions will be shared with the class as mini-presentations. Each **mini presentation** will be worth a total of 15% (10 for information sharing and 5 for musical contributions). Each student is expected to do three mini-presentations.

Paper/ Project

Each student will select a topic in the study of music psychology about which they will write a longer **research paper** or conduct some research. This will typically be where, using an academic search engine, information will be found and integrated to provide an overview of the selected topic. The topics will vary but will remain within the domain of music psychology as covered by the course. As such student can expand on an topic that they had already done a mini-presentation of Information sharing and provided a more in-depth account of the topic or some blend of topics. *The standard written paper will be 7-8 pages typed double spaced and formatted according to APA style.* The bottom line is that the topic must be about *music and psychology* and relate to a topic covered in the course.

An alternative format for the **project** is to *conduct research/ collaborative development/ reflective analysis* around the *performance or experience of music*. For students who select this option, it is expect that they will write a report to accompany their practice project, here the expected length of the report is 4-5 pages type-double spaced and formatted according to APA style. Students selecting this option often participate in the "show case" finale of the course on the last day, making an performance to the class.

Students will submit a topic **outline by week 5** of the semester in order to ensure clarity and appropriateness of their selected topics.

Online Discussions and Activities

In supplement to the in-class activities and research sharing there will be continued discussion online through the use of D2L.

Here students will be prompted to continue class discussion online as well as to search for, post, and discuss relevant issues. Occasionally a survey or other forms of assessing psychological experience of music will be done through this tool.

Camosun Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the

Syllabus of Topics and Readings

Psyc 275  Winter 2016

Week Date
TIYBOM

General Topics

1 Jan 12 Introduction & Overview
Intro

2 Jan 19 History & Music Basics
Chap 1, 2

Section I

3 Jan 26 Brain, Perception & Emotions
Chap 3 ,6

4 Feb 2 (cont'n
...) **8**

5 Feb 9 Ontogeny & Phylogeny
Chap 7
(development & evolution)

6 Feb 16 (Ont & Phy con' t)
Chap 9

Section II

7 Feb 23 Culture, Communication & Technology

8 Mar 1 *(cont'n...)*

9 Mar 8 Social Movement & Social Change

Section III

10 Mar 15 Behaviour & Movement

11 Mar 22 Arts, Creativity & Expression

12 Mar 29 Wellness, Therapy & Healing

13 Apr 5 Review and catch up

14 Apr 12 Open Mic and Best of....
